CCTS Transition Services Flowchart

Conduct Age-Appropriate Transition Assessments
- Needs
- Strengths
- Preferences
- Interests

Write Measurable Postsecondary Goals
- Education/Training
- Employment
- Independent Living (as needed)

Identify Transition Services
- Specially Designed Instruction
- Related Services
- Community Experiences
- Employment & Living Skills

Write the Course of Study

Write the Annual IEP Goals

Coordinate Services with Adult Agencies

Age-Appropriate Transition Assessment: Transition services are based upon age-appropriate transition assessment. Student information from formal and informal assessments is collected by the IEP Team in the areas of needs, strengths, preferences, and interests. The measurable postsecondary goals are developed or confirmed and assessment information is updated annually.

Measurable Postsecondary Goals: Prior to turning age 16, a student’s IEP must include appropriate measurable postsecondary goals. The postsecondary goals are reviewed annually and based upon age-appropriate transition assessment related to education/training, employment, and when appropriate, independent living skills.

Transition Services: Transition services are designed within a results-oriented process in an effort to facilitate the student’s movement from school to postsecondary living. This set of activities is based upon current age-appropriate transition assessment and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and provision of a functional vocational assessment.

Course of Study: A course of study is a current description of the classes and activities the student will complete to achieve his or her desired postsecondary goals as described in the IEP.

Annual IEP goals: Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a 12-month period of the student’s program. Measurable annual goals include timeframe, condition, behavior, and criterion. These annual goals are designed to support improvement in academic and functional skills necessary to achieve postsecondary goals.

Agency Linkages: With consent and as appropriate, agency representatives are invited to IEP transition planning in order to link students to services, accommodations, and supports after high school.